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ABSTRACT

Data obtained in a survey made to determine some of the problems in the relationship between high schools and post-secondary institutions and to identify some ways of improving cooperation are presented. Participating in the survey were high school principals, college and university presidents, vocational/technical center directors, proprietary school presidents and directors, and high school counselors, as well as high school and college students. In part 1 of the report, the populations sampled and the percentage of questionnaire responses for each population are reported. The second part summarizes the data collected from the questionnaires sent to high schools, colleges and universities, vocational/technical centers, and proprietary schools. The responses of high school counselors, high school seniors, and college students are summarized in the third part. Conclusions and recommendations are given. The questionnaires with responses, a list of the proprietary schools, and a graphic display of the percent of time spent by counselors on educational, vocational, and personal counseling as compared with the percent of time they would like to spend are provided in the appendixes to the report. (DB)

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# TECHNICAL GROUP REPORT NO. 9

# RELATIONS BETWEEN POST-SECONDARY EDUCATION AND SECONDARY EDUCATION

Prepared for

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May, 1974

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This is one of a series of reports by technical consulting groups which are advisory to the Montana Commission on Post-Secondary Education. The data and recommendations presented in these reports reflect the work of the technical group and its members and not the views of the Commission itself.

The primary purpose of these reports is to provide the Commission with information relevant to its task of developing plans for the future of Montana post-secondary education. Each report will be reviewed by the members of the Commission and used in the Commission's deliberations.

The Commission is indebted to the many individuals from institutions of post-secondary education, state agencies and professional organizations who served on the technical consulting groups, and to the institutions and agencies which contributed the data and personal services which made it possible for the technical groups to carry out their charges.

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## RELATIONS BETWEEN POST-SECONDARY EDUCATION AND SECONDARY EDUCATION

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# TECHNICAL GROUP ON RELATIONS BETWEEN POST-SECONDARY EDUCATION AND SECONDARY EDUCATION

## Charge

1. To analyze the relationships between secondary and post-secondary institutions in the State of Montana, including but not limited to:

   a) arrangements for concurrent enrollment of students
   b) arrangements for time-shortened degrees or certificates
   c) sharing of facilities or faculty
   d) opportunities for students to earn credit for post-secondary work while at the secondary level
   e) opportunities for students to bypass post-secondary course requirements if they can demonstrate the appropriate level of knowledge or competence
   f) mechanisms for exchange of ideas and problems*
   g) in-service training of teachers*
   h) how relations might be improved*

2. To assess the adequacy of academic and vocational counseling for post-secondary education at the secondary level, including:

   a) adequacy of information provided counselors
   b) adequacy of information provided students

*Added to the charge at the request of the technical group.

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# TECHNICAL REPORT ON
# RELATIONS BETWEEN POST-SECONDARY EDUCATION
# AND SECONDARY EDUCATION

## INTRODUCTION

No segment of a total system of education exists in isolation but must be carefully integrated with the other levels if students are to progress through the system in an orderly fashion. Thus, the members of the Technical Group on Relations Between Post-Secondary Education and Secondary Education see their work as being a significant and important contribution to the Commission on Post-Secondary Education as it attempts to design an effective and efficient program of education for the students in Montana at the post-secondary level. Students may enroll in a number of different kinds of institutions after leaving high school: four-year colleges and universities, two-year junior or community colleges, state-supported vocational schools, and privately-operated schools which provide training programs for a variety of occupations. All of these types of post-secondary institutions were represented on the committee and an attempt has been made to study the relationship of each type to the high schools in the state.

That the relationship between secondary and post-secondary education is becoming increasingly significant and important is shown in an article in the College Board News for January 1972. A survey was made by the College Board of over one million high school seniors throughout the nation and over one-half indicated that they intended to apply for advanced placement or course credit in certain fields of college study, ranging from 30 percent in English to 16 percent in the foreign languages. In history, mathematics and science, about one-fourth of the students planned to apply for advanced placement or credit. The College Board also surveyed institutions and found that almost 100 colleges and universities now grant sophomore standing or a full year of credit to students who are able to qualify on the basis of advanced placement examinations. Thus the boundaries between high school work and college work are becoming less distinct, and it is essential that any emerging post-secondary system takes this into account.

This same article also contained some valuable information related to the counseling function. Approximately 70 percent of the high school seniors surveyed indicated a strong need for college counseling about educational and vocational plans and opportunities. Nearly half of them wanted special assistance in developing good study techniques, improving mathematical skills, increasing reading skills and improving writing skills. Fewer students felt a need for counseling about personal problems. This would appear to have implications for both high school and college counseling programs, as well as for programs in the colleges and universities which prepare high school counselors.

This Technical Group has devoted considerable time and effort in determining some of the problems in the relationship between high schools and post-secondary institutions, and has also tried to identify some of the ways in which cooperation between the two levels of institutions can be further enhanced. It hopes that its efforts will contribute to the development of a post-secondary component of an educational system which will meet the needs of the young people of Montana.

## Procedures and Methodologies

For the most part, this Technical Group worked as a committee of the whole in the design of instruments, analysis of data and preparation of this final report. The first part of this section deals with the work of the committee and the second part describes the methods for collecting and analyzing the data.

The committee had a total of four meetings, all held in Helena. The dates on which these meetings were held were January 7, February 10, March 12 and April 18.

The purposes of the first meeting were: 1) to orient the group concerning its charge; 2) to identify the data it would need; and 3) to determine how the data would be collected. The second meeting resulted in the design of the data collection instruments. The third meeting was spent in discussing the tabulated results of the survey and the

fourth meeting was concerned with the preparation of the report.

In addition to the work of the full committee, some individual and small group assignments were made to facilitate matters. For example, the chairman and staff prepared the preliminary drafts of the survey instruments. Certain individuals were assigned the responsibility of collecting and tabulating the data from the questionnaires as follows: High School Principals - William Ferguson; Colleges, Universities and Vo-Tech Centers - Kenneth V. Egan; Proprietary Schools - Howard C. Porter; High School Counselors - Bruce Patrick; College Students and High School Seniors - Commission Staff.

A sub-committee composed of Stanley Grout, Bruce Patrick and Dale Johnson was appointed to assist the chairman in the preparation of a draft of the final report. Individual members also corresponded with the chairman to offer suggestions as to what should be included.

Methods of Collecting and Analyzing Data

The committee determined that some special survey instruments were necessary for three different populations to respond to item (1) in the charge: 1) high schools; 2) colleges, universities and vocational-technical centers; and 3) proprietary schools. In each instance, the questionnaire was mailed to the administrators of the unit with the understanding that completion could be delegated to someone else if appropriate. Although the instruments were all designed to obtain information concerning the eight sub-headings under item (1) of the charge, they were individually tailored to fit the type of institution being surveyed. (It was decided that the same instrument could be used for colleges, universities and vo-tech centers.) The institutions surveyed included five vo-tech centers, three community colleges, four public colleges, three private colleges, two public universities and forty proprietary schools. The questionnaires for these institutions are to be found in the Appendices A, B and C starting on page 26. The list of proprietary schools surveyed is to be found in Appendix D on page 39.

In order to gather information for item (2) of the charge, the committee decided that it should survey all of the high school counselors, a sample of college students and a sample of high school seniors. After discussion with the staff, it was determined that some questions appropriate for the college students and high school seniors could be

incorporated in questionnaires which would be designed to meet the needs of several technical committees. A special questionnaire was developed for high school counselors.

As previously indicated, certain individuals assumed responsibility for tabulating questionnaire results. A summary of the findings has been included in the next section of this report.

## REVIEW AND SUMMARIZATION OF DATA COLLECTED

Populations sampled and the percentage of questionnaire responses for each population have been reported in the first part of this section. The second part summarizes the data collected from the questionnaires sent to high schools, colleges and universities, vo-tech centers and proprietary schools. (The complete data from which the summaries have been prepared are to be found in Appendices A through C starting on page 26). The third part of this section summarizes the responses to the questionnaire for high school counselors, high school seniors and college students.

### Populations Sampled and Rate of Return

The committee decided that in order to obtain the data which would enable it to respond to the charge, it would be necessary to contact all post-secondary institutions and schools, and all high schools. It was further decided that two questionnaires (one for the principal and one for the counselor) were necessary for the high schools because of the nature of the information desired.

The total number of questionnaires mailed and the number returned are reported in Table 1. They were sent to all identifiable persons in each category. The percent of return varied from 50 percent from the proprietary schools to 92.5 percent for the colleges and universities. Although the overall rate of response was not high, the results should be valuable since all concerned parties were contacted and it can be assumed that those who had any strong feelings about the relationship between post-secondary schools and secondary schools would respond. It should be noted that in

high schools where there are more than one counselor, each received the questionnaire, but, in some instances, not all felt obliged to respond since they thought that their responses were reflected in those of the other counselor(s) from their school.

In addition to the questionnaires which were designed by the committee and the responses which serve as the primary data source for this report, the committee was permitted to include several questions on two other questionnaires which were designed by the Commission staff to meet the needs of several of the technical committees -- a questionnaire for high school seniors and a student resource survey of college students. A stratified random sample of 36 high schools was selected to gather data from high school seniors. Questionnaires were provided for 592 seniors -- 475 were returned and the rate of return was 80.2 percent. The student resource survey was provided for 23,992 college students at the time of registration and 10,869 usable responses were returned constituting 45.3 percent of the total.

Table I

QUESTIONNAIRES SENT BY TECHNICAL COMMITTEE ON RELATIONSHIPS BETWEEN POST-SECONDARY AND SECONDARY EDUCATION AND NUMBER AND PERCENT RETURNED BY EACH CATEGORY OF RECIPIENTS

| Persons to Whom Questionnaires Were Mailed | Number Sent | Number Returned | Percent of Return |
|---|---|---|---|
| High School Principals | 170 | 105 | 61.8 |
| College & University Presidents | 12 | 11 | 92.5 |
| Vo-Tech Directors | 5 | 4* | 80.0 |
| Proprietary School Presidents & Directors | 40 | 20 | 50.0 |
| High School Counselors | 273 | 182 | 66.6 |

*The response from one vo-tech center was received too late to include in the data tabulation.

## Factors Associated with Relationships Between Secondary and Post-Secondary Institutions

Questions with common intent and similar wording were included in the questionnaires sent to the various groups surveyed. In the paragraphs that follow, an attempt has been made to summarize the responses of the various groups for eight different factors associated with relationships between secondary and post-secondary institutions. Not all groups were questioned concerning each factor, but insofar as possible, a common pattern was used in each section: 1) responses from high school principals; 2) responses from colleges and universities (usually prepared by the admissions officer); 3) responses of the directors of the vocational-technical centers; and 4) responses of the presidents or directors of the proprietary schools.

## Arrangements for Concurrent Enrollment

All 11 of the colleges and universities responding indicated that high school students could concurrently enroll. This is usually limited to students who can meet certain criteria, e.g., must be a junior or senior, at least 16 years of age, in the upper one-third of the class or better in academic standing, or possess some unusual talent. The specific criteria followed varies considerably from one institution to another. All of the institutions require approval by the secondary institution and by the parents as well as by the post-secondary institution. Eight of the 11 respondents defer granting college credit until high school graduation is certified; the other three grant college credit immediately. Only one institution provides for reduced tuition for such students; for the other 10 the tuition is the same. One respondent pointed out that such concurrent enrollment is somewhat limited to towns in which colleges or universities are located and that it is not an unmixed blessing since it does take time of outstanding students which might otherwise be devoted to leadership opportunities in the high school.

Only one of the vo-tech schools surveyed indicated that concurrent enrollment is possible if the student is at least 16 years of age. The other two vo-tech schools

indicated that there has been no demand for such an arrangement in the past.

## Time-Shortened Degrees

Of the 105 high school principals who responded to the question, "Does your school offer any arrangements for time-shortened diplomas?" only 31 said 'yes'. Very few of those responding 'no' felt that a need exists for such a procedure and indicated a variety of obstacles such as budgeting problems and overworking staff. For the most part, where early graduation is provided for, it is done on an individual basis.

In contrast, 10 of the 11 colleges and universities indicated that they do arrange for time-shortened degrees, certificates or diplomas, and even the one institution which said it does not actually provide some mechanisms whereby full-time attendance can be shortened indicated that it is a good idea. Some of the most common means of attaining early graduation are through challenge examinations, through examinations by the College Level Examination Program, through attendance at summer sessions, through advanced placement and by carrying an overload.

All of the responding vo-tech centers indicated that their programs are based upon attainment of proficiency or competency and do not depend upon a specified period of class attendance.

Five of the 20 responding proprietary schools replied affirmatively to this question. Of the 15 who do not provide for time-shortened degrees, diplomas or certificates, 10 responded that they do not feel that there is a need.

## Sharing of Facilities or Faculty

Thirteen high school principals indicated that provision is made by their school to share either faculty and/or facilities with a post-secondary institution; 86 stated there is no such provision. Half of those responding 'no' indicated that the distance from a post-secondary institution is the major obstacle.

Colleges and universities generally share faculties and/or facilities with some secondary school (10 of the 11 respondents said they do and the other response was a qualified 'no'). For the most part this is centered on the use of physical education and recreational facilities. Shared faculty members was reported by three institutions and two others indicated that they use high school faculty for some continuing education classes.

One of the vo-tech centers reported that some high school faculty teach courses in the Adult and Continuing Education Division while the other two do not share faculty. None of these centers share facilities with the high school.

Opportunities for Students to Earn Credit for Post-Secondary Work While at the Secondary Level

Seventy-eight of the high school principals responded that no opportunity is provided for post-secondary credit for courses offered by the high school, while 22 said that some courses are eligible for post-secondary credit.

In a similar question focusing on the opportunity for students to earn high school credit for courses taken at the college level, four colleges and universities said that such a possibility does exist, six said it does not and one did not respond. All of the vo-tech institutions responded in the affirmative, i.e., it is possible to receive high school credit for some of their courses. Only two of the 20 respondents from the proprietary schools indicated that students can receive high school credit for any of their course offerings.

Opportunities for Students to Bypass Post-Secondary Course

Approximately one-third of the high school principals (33 of 95) responded that their school does offer courses which would qualify the student for the Advanced Placement Examination given by the College Entrance Examination Board. Subject matter areas covered by such courses include science, mathematics, English, foreign languages and psychology. All of the colleges and universities, with one exception, said

that they give credit for such courses after the student takes the examination.

The colleges and universities reported several other ways in which students can bypass post-secondary course requirements. For example, in response to the questionnaire item "Assume that a student has completed an extensive program in high school in some subject such as mathematics, foreign language, typing or shorthand. How is his placement in your program determined?" - the following answers were obtained:

1) Through College Entrance Examination Board and advanced placement examinations

2) In conference with the department concerned

3) Departmental placement examinations

4) On the basis of test scores on the American College Testing Program or College Level Examination Program

5) Student challenge of beginning courses

6) By the instructor

Only six of the colleges or universities responding give any credit for the basic courses bypassed unless the method used is a challenge examination (all 11 offer credit for this) or successful performance on an examination of the College Level Examination Program (10 institutions offer credit). With further reference to the College Level Examination Program, only three institutions offer credit for general examinations. All 10 who responded affirmatively give credit for subject examinations, but the number of subjects for which credit is given varies from eight to 29.

All of the vo-tech centers provide for advanced placement of students who have completed basic courses but only two of the three respondents offer credit for courses which are bypassed. Likewise, only three of the 20 proprietary school respondents give credit for basic courses when students are granted advance placement.

## Mechanisms for Exchange of Ideas and Problems

Thirty of the high school principals felt that no mechanisms exist for the exchange of ideas and problems between the secondary institutions and post-secondary institutions. All of the colleges, universities and vo-tech schools felt such mechanisms do exist, but only five of the 20 proprietary school respondents recognize opportunities for interchange of ideas.

A list of the more common opportunities for exchange provided by the respondents includes the following:

1) In-service training programs
2) Continuing education courses
3) Workshops and institutes
4) Joint committees
5) Exchange of communications
6) Teacher preparation programs
7) Co-membership in professional organizations
8) On-campus conferences
9) Summer sessions

## In-Service Training of Teachers

High school principals were asked what opportunities are provided for the upgrading and in-service training of secondary teachers. The three most common responses were in-service workshops (45), extension courses (18) and Pupil Instruction Related Days (17). They were also asked whether post-secondary summer sessions meet the needs of secondary teachers and 72 of the responding 95 replied in the affirmative. Of those who expressed the thought that they do not, the most common suggestion was that the courses need to be relevant.

Colleges and universities were asked what opportunities are offered by their institution for upgrading and in-service training of teachers. Each institution replied that one or more of the following opportunities are provided:

1) Summer programs
2) Continuing education courses
3) Workshops
4) Graduate programs

All of the colleges and universities replied that the needs of secondary teachers are taken into consideration when the curriculum for summer sessions is designed. Two of the three vo-tech centers indicated they do not provide any opportunities for the upgrading and in-service training of secondary teachers. One center indicated that basic vocational teacher training courses are offered and that it participates in joint in-service programs offered by the high school district. Eight of the proprietary schools provide some in-service opportunities for high school teachers, nine do not and three replied that they do not feel that this question applies to their institution.

## Suggestions for Improving Relationships

Each of the groups surveyed had some suggestions on how relationships between secondary schools and post-secondary institutions could be improved.

-- High school principals proposed that some system of communication between the two be created; suggested that they would appreciate more help from the colleges; and recommended that it would be desirable to get the faculties at the two levels together.

-- Colleges and universities would encourage their faculties to get out into the public schools in order to find out more about what is going on and to be able to offer service to the high school teachers. They also favor development of activities which would bring the faculties together, build a better communication network between the two types of institutions, and explore the possibility of interchange of faculty for a long period of time. Closer liaison between high school and college counselors is seen as desirable, likewise between administrators and trustees.

-- The vo-tech centers feel that relations between their units and high schools might be

improved by having post-secondary people visit the high schools to see what they are doing. They also feel that relations might be improved by common governance at local and state levels, or at least by state level education coordination. Closer articulation and knowledge of programs by faculties at both levels is viewed with favor by the vo-tech centers.

-- Proprietary schools support the idea of improved communications between their schools and the high schools, favor making workshops available, and feel that the two types of institutions should work together to prevent unnecessary duplication of subject matter.

## Assessment of the Adequacy of Academic and Vocational Counseling for Post-Secondary Education at the High School Level

Some of the questions asked of the high school counselors directly addressed the second item in the charge to the committee, "To assess the adequacy of academic and vocational counseling for post-secondary education at the secondary level, including a) adequacy of information provided counselors and b) adequacy of information provided students". Other questions were somewhat indirectly related to the charge and were designed to gather descriptive information about the role of high school counselors. The first part of this section is organized on the basis of the counselors' replies to the questions asked on the survey instrument. The second part deals with the eight questions asked of high school seniors relevant to this report and the third part with the three questions asked of college students relative to counseling.

### HIGH SCHOOL COUNSELORS' RESPONSES

1. Do you have access to information which describes the aptitudes, skills and abilities required for various classes of occupations (e.g., teaching, nursing, engineering, auto mechanics, etc.)?

   Of 182 responses to this question, 170 (94%) indicated that information is available to the counselor.

2. Do you have access to information about the various post-secondary programs available to your students (prerequisites, costs, etc.)?

   All respondents answered that they have access to information concerning post-secondary programs in the state.

3. What percentage of your time do you devote to the counseling function?

   0% - 25% — 33
   25% - 50% — 33
   50% - 75% — 51
   75% - 100% - 65

Almost two-thirds of the counselors responding to the survey spend at least half-time on the counseling function; over one-third spend at least three-quarter's time on this function.

4. Are your students given the opportunity to visit post-secondary facilities?

   Approximately 81% of the counselors reported that their students have the opportunity to visit post-secondary institutions. Only five counselors feel that such an opportunity is not advisable.

5. In your work with students, please indicate under Column A what percentage of your time is divided among each of the following activities: Under Column B, please indicate how you would, ideally, divide your time among these activities:

Career Counseling

| | A | | B | |
|---|---|---|---|---|
| 0- 9% | 3 | | 2 | |
| 10- 19 | 11 | | 9 | |
| 20- 29 | 22 | | 17 | |
| 30- 39 | 20 | mean = 36.5% | 21 | mean = 39.11% |
| 40- 49 | 17 | | 16 | |
| 50- 59 | 14 | | 22 | |
| 60- 69 | 5 | | 6 | |
| 70- 79 | 3 | | 3 | |
| 80- 89 | 1 | | 0 | |
| 90- 100 | 0 | | 0 | |

| Selection of Post-High School Education Opportunities | | A | | B | |
|---|---|---|---|---|---|
| | 0- 9% | 2 | | 6 | |
| | 10- 19 | 17 | | 16 | |
| | 20- 29 | 23 | | 25 | |
| | 30- 39 | 16 | mean = 34.54% | 25 | mean = 30.15% |
| | 40- 49 | 18 | | 10 | |
| | 50- 59 | 14 | | 14 | |
| | 60- 69 | 2 | | 0 | |
| | 70- 79 | 4 | | 0 | |
| | 80- 89 | 0 | | 0 | |
| | 90- 100 | 0 | | 0 | |

| Helping with Personal Problems | | A | | B | |
|---|---|---|---|---|---|
| | 0- 9% | 6 | | 2 | |
| | 10- 19 | 12 | | 10 | |
| | 20- 29 | 31 | | 22 | |
| | 30- 39 | 12 | mean = 36.19% | 18 | mean = 39.08% |
| | 40- 49 | 8 | | 14 | |
| | 50- 59 | 13 | | 15 | |
| | 60- 69 | 2 | | 4 | |
| | 70- 79 | 8 | | 6 | |
| | 80- 89 | 2 | | 2 | |
| | 90-100 | 2 | | 2 | |

On the basis of these data, the counselors apparently spend almost an equal amount of time on each of these three functions, and the amount of time they actually spend is in close agreement with the way they would divide their time among the three functions ideally.

6. How do you identify the vocational interests and aptitudes of your students?

Achievement Tests - 130
Aptitude Tests - 156
Personal Interviews - 170
Inventories - 116

Almost all of the respondents indicated that they use several instruments to assess student interests and aptitudes.

7. Do you receive assistance from any of the following to help your students?

| | Yes | No |
|---|---|---|
| University System | 165 | 7 |
| Community Colleges | 154 | 28 |
| Vocational-Technical Centers | 159 | 12 |
| Private Colleges | 140 | 14 |
| Proprietary Schools | 89 | 41 |

Over three-fourths of the respondents stated that they receive assistance to help students from all types of post-secondary institutions except from the proprietary schools.

8. How might counseling and the transferral of information to students be improved?

Two of the ideas most frequently given by the respondents to this question related to the need for more time for the counseling function, namely that counselors are too loaded with students and extraneous duties and that there is a need for employment of full-time counselors. Other suggestions frequently mentioned included a need for a central information center or data bank and the desirability of using classrooms for dissemination of information.

## HIGH SCHOOL SENIORS' RESPONSES

The students responding to these questions were divided into three categories:

A - Students who do not intend to continue their education beyond high school

B - Students who intend to enroll in a vocational-technical school or a proprietary school

C - Students who intend to enroll in a two-year or four-year college

The total number of respondents in each category were: A-91; B-88; C-294. The total number responding from all categories were 473. Under each question, the number

responding from each category has been reported as well as the total number who responded.

1. How many individual conferences have you had with your school counselor this year?

| A | B |
|---|---|
| None (27) | None (24) |
| 1 (20) | 1 (9) |
| 2 (13) | 2 (17) |
| 3 or 4 (18) | 3 or 4 (23) |
| More than 4 (13) | More than 4 (15) |

| C | Total |
|---|---|
| None (38) | None (89) |
| 1 (46) | 1 (75) |
| 2 (67) | 2 (97) |
| 3 or 4 (73) | 3 or 4 (114) |
| More than 4 (70) | More than 4 (98) |

Over three-fourths of the students reported having one or more individual conferences with their high school counselor. A smaller percentage of students who are not continuing their education or who intend to enroll in a vocational-technical school or proprietary school had less conferences than those who intended to go to college.

2. Is it easy to get in to see a counselor if you want?

| A | B |
|---|---|
| Yes (71) | Yes (75) |
| No (18) | No (13) |
| No response (2) | |

| C | Total |
|---|---|
| Yes (239) | Yes (385) |
| No (55) | No (86) |
| | No response (2) |

Over 80% of the high school seniors felt that it is easy to see a counselor.

3. Do you have information on further educational opportunities available to you after graduation?

| A | B |
|---|---|
| Yes (73) | Yes (83) |
| No (16) | No (5) |
| No response (2) | |

| C | Total |
|---|---|
| Yes (273) | Yes (429) |
| No (21) | No (42) |
| | No response (2) |

Over 90% responded affirmatively to this question.

4. Do you know what steps a person needs to take in order to continue his or her education beyond high school?

| A | B |
|---|---|
| Yes (66) | Yes (67) |
| No (23) | No (21) |
| No response (2) | |

| C | Total |
|---|---|
| Yes (259) | Yes (392) |
| No (34) | No (78) |
| No response (1) | No response (3) |

Although not as many felt that they know what steps to take to continue their education beyond high school as they have information on opportunities available, still over 80% responded affirmatively to this question.

5. Are you able to get information concerning scholarships, grants, loans, etc., with which to continue your education?

| A | B |
|---|---|
| Yes (85) | Yes (80) |
| No (4) | No (8) |
| No response (2) | |

| C | Total |
|---|---|
| Yes (268) | Yes (433) |
| No (24) | No (36) |
| No response (2) | No response (4) |

5. (Continued)

Less than 10% of the students said they do not have information on financial aids and scholarships.

6. Does your school have material available which tells what kind of training is required for a particular job such as auto mechanic, cosmetologist, computer programmer, medical laboratory technician, etc.?

| A | B |
|---|---|
| Yes (73) | Yes (79) |
| No (15) | No (8) |
| No response (3) | No response (1) |

| C | Total |
|---|---|
| Yes (259) | Yes (411) |
| No (34) | No (57) |
| No response (1) | No response (5) |

On the basis of these responses, it would appear that most schools have information on the training required for specific jobs.

7. Do you have access to information about job opportunities which may be available to you after graduation?

| A | B |
|---|---|
| Yes (59) | Yes (58) |
| No (29) | No (30) |
| No response (3) | |

| C | Total |
|---|---|
| Yes (189) | Yes (306) |
| No (102) | No (161) |
| No response (3) | No response (6) |

Of all the questions asked relating to counseling, students apparently felt that information about available job opportunities is the least well covered, although over 60% responded affirmatively to this question.

8. Do you know how to go about applying for a job?

| A | B |
|---|---|
| Yes (77) | Yes (78) |
| No (12) | No (10) |
| No response (2) | |

| C | Total |
|---|---|
| Yes (226) | Yes (381) |
| No (67) | No (89) |
| No response (1) | No response (3) |

Over three-fourths of the high school seniors indicated that they know how to go about applying for a job.

## COLLEGE STUDENTS' RESPONSES

1. How would you evaluate the counseling you received in high school on types of educational opportunities after high school (information on various colleges, vocational-technical centers, trade schools, etc.)?

| | | | |
|---|---|---|---|
| Excellent | 777 | Poor | 2371 |
| Good | 2107 | Very Poor | 2215 |
| Fair | 2917 | Total | 4586 |
| Total | 5801 | | |

College students who have had several years to reflect upon their high school experience were less certain than the high school seniors, that they had received adequate information about post-high school educational opportunities. In fact, over 40% rated high school counseling as poor or very poor in this respect.

2. How would you evaluate the counseling you received in high school on various careers and vocations?

| | | | |
|---|---|---|---|
| Excellent | 592 | Poor | 2641 |
| Good | 1858 | Very Poor | 2148 |
| Fair | 3138 | Total | 4789 |
| Total | 5588 | | |

The high school counseling on various careers and vocations received an even poorer rating than did high school counseling on post-high school educational opportunities; over 45% rated it as poor or very poor.

3. How would you rate the institution you are now attending in terms of the adequacy of counseling which students receive regarding present and future employment opportunities?

| | | | |
|---|---|---|---|
| Excellent | - 1108 | Poor | - 1340 |
| Good | - 3658 | Very Poor | - 596 |
| Fair | - 3580 | Total | 1936 |
| Total | 8346 | | |

College students are well satisfied with the adequacy of the counseling in the post-secondary institutions regarding present and future employment, with approximately 80% rating it fair to excellent.

## CONCLUSIONS

On the basis of the information summarized in the previous section, the committee concludes the following:

1) All colleges and universities permit high school students to enroll concurrently, but the criteria for admission to do so varies greatly.

2) Time-shortened diplomas are the exception rather than the rule in high schools, largely because there has been little pressure to provide for them.

3) All colleges and universities provide some mechanisms for accelerated graduation, although there is considerable variation in the mechanisms employed. Vo-tech centers base completion of programs upon proficiency or competency and not upon prescribed time increments.

4) Faculties and facilities are shared between high schools and colleges and universities only in those communities where the post-secondary institutions are located. Vo-tech schools and high schools generally do not share staff and/or facilities.

5) High school students generally do not receive college credit for courses taken in the high school. Likewise they do not receive high school credit for college courses taken, but they may earn high school credit for some of the courses taken at the vo-tech centers.

6) Most of the high schools do not offer courses which would qualify students for an Advanced Placement Examination.

7) A variety of methods are provided by colleges, universities and vo-tech centers for students to bypass basic courses, but the awarding of credit for the courses bypassed is not universally accepted.

8) Most of the respondents feel that mechanisms exist for the exchange of ideas and problems between the secondary and post-secondary institutions.

9) The summer session is one viable means of providing in-service training opportunities for teachers. Other accepted techniques are in-service workshops and continuing education courses.

10) Improved communication was the means most frequently mentioned for improving relations between secondary and post-secondary institutions. A second suggestion was to provide means whereby the faculties from the two levels could be brought together.

11) Proprietary schools do not feel integrated into the total educational structure except in isolated instances.

12) High school counselors feel that they have access to the occupational and educational information needed by their students.

13) The majority of high school counselors are part-time. They feel that they are overworked and that it would be desirable to have more full-time counselors.

14) Many of the high school students have an opportunity to visit post-secondary institutions.

15) The way counselors divide their time among the activities of career, educational and personal counseling generally agrees with the way they think it should be divided.

16) Ways of identifying vocational interests and aptitudes are available to high school students.

17) Most of the counselors feel that they receive assistance from post-secondary institutions to help their students, but the number who reported they do not receive assistance is large enough to be of some concern, particularly from the proprietary schools.

18) A central information center or data bank was frequently mentioned by counselors as a means of improving counseling and transferral of information. Increased use of classrooms for dissemination of information was another improvement suggested.

19) High school seniors appear to be well satisfied with the counseling they receive, as well as with the information which is available to them.

20) Although in retrospect the college students were not as pleased with the counseling they had received in high school as are the high school seniors, they are apparently quite satisfied with the counseling they are receiving from the post-secondary institutions concerning employment as they approach the time when occupational decisions are crucial.

## RECOMMENDATIONS

The committee recommends that the following be considered by the Commission to improve relations between secondary and post-secondary institutions and to improve the vocational counseling for post-secondary education at the secondary level:

1) Universities and colleges should get together: a) to develop consistent, although not necessarily identical, criteria for concurrent enrollment of high school students; and b) to determine whether a unified system of advanced placement would not be desirable, particularly with respect to awarding credit. Vo-tech centers should also be encouraged to work together on these same matters.

2) Avenues should be explored to provide for greater cross-utilization of personnel between the secondary and post-secondary levels. Post-secondary institutions should be encouraged to participate in secondary workshops, and colleges and universities should be encouraged to utilize public school personnel to teach some of their courses (e.g. - methods courses). The possibility of short, temporary assignments of the duration of a quarter, semester or year at a different level, possibly with an exchange of personnel, should be considered.

3) Careful consideration needs to be given to the unique problem in Montana of the great distances existing between many of the secondary schools and post-secondary institutions, particularly as related to concurrent enrollment. Perhaps some provision should be made for correspondence courses to be offered by the post-secondary institutions to high school students for enrichment of the secondary curriculum and as a challenge to honor students, with college credit being given for such courses.

RECOMMENDATIONS (continued)

4) To assist the work of the counselors, the Counselor and Student Handbook for Higher Education in Montana should be published in loose-leaf notebook form, similar to the Directory of Montana Post-Secondary Vocational-Technical Education published by the Office of the State Superintendent of Public Instruction. The proprietary schools of the state should be encouraged to publish a similar loose-leaf handbook.

5) In those communities where both secondary and post-secondary institutions are located, careful consideration should be given to the possibility of sharing physical plant facilities even to a greater extent than is now being done. This could result in a substantial savings to the state, particularly in the science and shop areas where equipment is costly.

6) Efforts should continue to develop an increasing number of opportunities for secondary school students to earn college or university credit while completing high school.

7) A "high school/post-high school" newsletter should be considered which could report items of common interest and strengthen the communication link between the two levels. This is consistent with the expression of the respondents that one of the best ways to improve relations is to open lines of communication between the two levels.

# APPENDICES

APPENDIX A

TECHNICAL GROUP ON RELATIONS BETWEEN
POST-SECONDARY EDUCATION AND SECONDARY EDUCATION

COMMISSION ON POST-SECONDARY EDUCATION

Please answer the following questions and return the form to the Commission on Post-Secondary Education, 201 East 6th Avenue, Suite 5, Helena, Montana, 59601, by February 10, 1974. Use additional sheets if necessary. If you have questions, please call Kenneth Egan of the College of Great Falls (phone 761-8210) or Richard Mattson of Flathead Valley Community College (phone 752-3411).

President or Director: 17 SENT OUT; 15 RESPONDED (One vo-tech response was received too late to include in data compilation)

Person providing data:

Title: _____

Telephone Number: _____

Institution Name: _____

1. Does your institution provide arrangements for the concurrent enrollment of secondary students?

   Yes 12 No 2 (The 2 "no" responses were from Vo-Tech Centers)

   If yes, briefly describe the arrangements. How is credit handled?

   Are secondary students given post-secondary credit?

   Plans used: Early Admission plan--3
   Extension and Continuing Education plan--1
   Special Admission plan--8
   One institution used two plans

   Admission requirements: The age at which secondary students were admitted varied from age 16 and junior status to age 18 and senior status. One institution stated that maturity to cope with campus life was required.

   Ability requirements: Upper 5% or unusual academic talent
   One institution required upper one-third

   Required approvals: Secondary institution, parents, post-secondary institution

   College credit: Granted, but deferred until secondary graduation is certified - 8
   Granted, without deferment--3
   Not transferable as secondary credit—10
   May be used toward secondary graduation--1

Tuition: Same as for regular students--10
Reduced tuition--1

One Vo-Tech Positive Response: Yes, if over 16 and it can be worked out. Credit either way

If no, is there demand for concurrent enrollment?

Yes_____ No 2 (Vo-Tech responses)

What are the possibilities and obstacles? "No demand. Might be possible later, if funded. Secondary credit only."

One other non-vo-tech institution added this comment:
"The potential is great for strong high school students who live in a college town. Obstacles. The time spent at the college takes away from leadership opportunities in the high school, and the student body is deprived of that leadership."

2. Does your institution offer any arrangements for time-shortened degrees, certificates, or diplomas?

Yes 13 No 1

If yes, briefly describe the arrangements:

Early admission for high school seniors--2
Summer sessions--4
Challenge examinations--6
CLEP--4
Carry overload--3
Advanced placement--3
Interim session--2
Passing State Board of Education examinations (Credits in Vo-Tech)
One-year secretarial science, one-year livestock technology, certified MDTA programs (1 community college)

When a student reaches job entry proficiency he is given a certificate of graduation. (Vo-Tech Comment)

Our school standards are based on proficiency, not longevity. If a student is placed on a job before he has finished the program, he is given opportunity to gain a certificate. (Vo-Tech Comment)

We favor the open entry/open exit concept founded upon competency-based objectives. (Vo-Tech Comment)

If no, is there need for such arrangements?

Yes 1 No 0

What are the possibilities and obstacles? (One comment) "Students should be able to proceed at their own rate, and as a result of course challenges, credit by examinations, students should be provided the opportunity to graduate as soon as possible."

3. What courses are offered by your institution which may be applied to high school credit on a student's program?

None--6
High school enrichment courses may be used--1
This is a high school question; college does not make this evaluation--
High school can make arrangements for selected high school students--1
Any course, subject to high school and college approval--1
English, American Government, American History, Mathematics--1
One institution is working on a program with a local high school for next year.

(Vo-Tech)

All that the high school will accept.
Offer high school credit in most disciplines thru the Adult and Continuing Education program. Students may work for either a general equivalency diploma or a diploma from the home high school.
Units of credit earned through Adult Education classes: social science mathematics, science, and English.

4. Does your institution share facilities or faculty with secondary schools?

Yes 10 No 3 (2 of the "No" responses are Vo-Tech)

If yes, briefly describe the arrangements:

Use of physical education and recreation facilities--8
Use of computer--1
Shared faculty members--3
Exchange of teaching assignments--1
Use of library--1
Use of science laboratory facilities--2
Use of classrooms--2
Shared counseling--1
Providing mini-courses for secondary students--1
Use of secondary faculty for part time continuing education classes-

(Vo-Tech Comment)
Some high school faculty teach in the Adult and Continuing Education Division.

If no, would such arrangements be beneficial?

Yes 1 No 2 (The 2 "No" responses are Vo-Tech)

What are the possibilities and obstacles?

(Yes) Conceptually such arrangements are possible and could be beneficial In the future our local secondary schools might well buy time on the University computer; a secondary-post-secondary arrangement regarding a teaching laboratory has been discussed. But the possibilities and beneficial prospects are elusive.

(No) Each high school has its own facilities. (Vo-Tech Comment)

(No) At the post-secondary vo-tech level there are no shared facilities and faculties. (Vo-Tech Comment)

5. Assume that a student has completed an extensive program in high school in some subject such as mathematics, foreign language or typing and shorthand.

How is his placement in your program determined?

Through CEEB and advanced placement examinations--1
In conference with the department concerned--2
Departmental placement examinations and/or results of ACT--1
Student challenge of beginning courses--1
ACT scores, placement tests, CLEP scores--1
Test scores and secondary grades--1
Departmental placement examinations--1
Departmental evaluation and/or advanced placement examinations--1
ACT scores, high school grades, pre-test, consultation with student--1
By the instructor--1

If he is placed in an advanced course, is he given any credit for the basic courses?

Yes 6 No 5

YES, he is given credit for basic courses. (Vo-Tech Comment)
Personal interview, transcript, department pre-test.

Yes, he is given credit for basic courses. (Vo-Tech Comment)
Proficiency testing.

No credit. (Vo-Tech Comment)
Pre-test.

6. May students receive credit for a course at your institution through a "challenge" examination?

Yes 14 No 0

7. High schools may designate certain courses as being of college level. Students may then take the Advanced Placement Examination given by the College Entrance Examination Board. Does your institution allow credit for such courses?

Yes 10 No 1

If yes, please describe the procedure:

Scores must be submitted to institution by CEEB--5
Mutual agreement between institution and high school--1
Departments determine courses for which credit is granted--1
Required score of 3, 4, or 5 on CEEB--1
Required score of 4 or 5--1

Question does not apply to Vo-Tech institutions. (Vo-Tech Comments)

8. Does your institution allow credit for successful performance on examinations for the College Level Examination Program?

Yes 10 No 1

If yes, please list the subject examinations for which credit is given:

General examinations in the Humanities and Natural Sciences; also 29 subjects - 1
Subject examinations in 17 subjects--1
General examinations and subject examinations in 36 subjects--1
Subject examinations in all areas equivalent to work offered by college--3
Subject examinations in 9 subjects--1
Subject examinations in 8 subjects--1
Five general areas and all subject examinations available--1
Twenty-four subject areas--1

From the one "No" response: The program is under examination.

From Vo-Techs: Question does not apply to Vo-tech.

9. What mechanisms exist for the exchange of ideas and problems between your institution and faculty and secondary schools and faculties?

Teacher preparation programs of the School of Education
Division of Educational Research contracts with state school districts for improvement of educational programs involving the university with teachers, administrators, school boards, and citizens
Personnel in teacher preparation programs participate in professional conferences of secondary school teachers and administrators
High school staff and university seminars
High school week programs
State DAT Testing Program
Teacher Education Committee
Department surveys of high school needs in the preparation of secondary school teachers
On-campus meetings of public school personnel with college personnel
Ad hoc study groups including college and high school personnel
Night classes and workshops geared to improvement of instruction in secondary schools
Academic and professional education faculty visits at school where student teachers are placed
On-campus conferences for interchange of ideas
Co-membership in professional organizations
Frequent contact with secondary school officials in areas of cooperation
Membership in school-college-relations committee
Education Department represented at state level conferences
High school-College Relations Committee at state level
Meetings of division chairmen and exchange of teaching
Secondary faculty teaching part time at college

(Vo-tech)

Inservice training
Workshops
Visitations
Department conferences
Career and College Day programs held at various Montana high schools
Adult Education instructional assignment to high school
Teacher education course offerings held at technical center
Director for the secondary school programs directs the vo-tech center
Center is under the superintendent of schools

10. What opportunities are provided at you institution for the upgrading and inservice training of secondary teachers?

Summer programs designed for this purpose
Continuing education offers many courses for teachers in their school settings.
Division of Research and Services conducts inservice programs and offers professional assistance to school districts each year.
Bureau of educational services
Specially designed courses including television in the classroom
Learning resource center offering competency based courses
Faculty works with secondary academic departments on request
Evening courses
Extension courses
Independent study programs
Fifth year and Master of Science degree in Education programs
Seminars
Week-end workshops
Short courses
In-service courses at reduced rate
Graduate programs in cooperation with the University of Montana and Montana State University
Providing courses on request from teachers
Handling extension courses from colleges with upper division course

(Vo-tech)

None--2
Basic vocational teacher training courses
Joint inservice programs offered by the high school district

11. If your institution conducts a summer session, are the needs of secondary teachers taken into consideration when the curriculum is designed?

Yes 11 No 3 (Vo-Tech Responses)

If no, please explain: No comments

12. How might relations between secondary and post-secondary schools be strengthened and improved?

By college faculty becoming more aware of the needs of secondary teachers
By providing for an outreach program to enable the university faculty to service high school teachers in areas of specialization
Possibility of utilizing the Cooperative Extension Service staff as a liaison between the schools and the institution
Offering a Master of Science in Secondary Education
By college faculty accepting the fact that a major vocational opportunity for their graduates is in secondary school teaching and desist in denigrating teaching
Using more secondary teachers on curriculum committees in all departments
Offering courses in which college and secondary faculty team teach college courses
Carrying out research studies cooperatively with secondary faculty
Exploring the development of off-campus teacher preparation centers and secondary staff in-service centers located in public schools for improving teacher preparation programs and upgrading teachers in the field
Determining the specific competencies needed by teachers in all areas, colleges providing the leadership with in-put from the secondary school
Instituting a Montana Unit of the American Association of Colleges of Teacher Education
Sponsoring "High School Days" on campus and "College and Career" days or nights in high schools
Sponsoring interchange of faculty for extended periods of time. Such interchange would be effective in improving relationships
Sponsoring conferences for secondary school and college faculty
Greater college faculty involvement in renewal-type seminars for secondary teachers
Steady communication on the respective needs and goals and the need for cooperation in using limited resources in the best interest of the community
Increased communication between faculties in specific disciplines
Forming committees representing both levels at local levels to meet periodically for exchange of ideas
Closer liaison between high school counselors and college counselors regarding needs and preferences of the secondary student as related to college offerings and capabilities as well as vocational-career choices
Regularly scheduled meetings between boards of trustees, administrators, and faculties

(To-tech)

Visit of post-secondary people to high schools of all sizes to better understand what they are doing
Through state level educational coordination
Common governance at local and state levels
Closer articulation and knowledge of programs by both faculties

Questionnaire to High School Principals
with Composite Responses

APPENDIX B

TECHNICAL GROUP ON RELATIONS BETWEEN
POST-SECONDARY EDUCATION AND SECONDARY EDUCATION

COMMISSION OF POST-SECONDARY EDUCATION

Please answer the following questions and return the form to the Commission on Post-Secondary Education, 201 East 6th Avenue, Suite 5, Helena, Montana 59601, by February 10, 1974. Use additional sheets if necessary. If you have questions, please call Bill Ferguson, Office of the Superintendent of Public Instruction (Phone: 449-2678).

Principal: 170 SENT OUT; 105 RESPONDED

Person providing data: _____

Title: _____

Telephone number: _____

Name of High School: _____

1. Does your school offer any arrangements for time-shortened diplomas?

Yes 31 No 74

If yes, briefly describe the arrangements:

Students graduate with state minimum requirements-1
Arrangements made on individual basis-12
Emergency Situations-1
Correspondence Courses-1
Parents permission-2
Guidance-1
Hardship-3
Application to School Board-3
For married students-3

If no, is there need for such arrangements?

No: 28
Maybe: 8
Yes: 9
GED: 1

What are the possibilities and obstacles?

Students not mature enough-1
Scheduling-1
Overworking staff-3
70% of Students would graduate in 3 years-1
OK but not encouraged-1
Budgeting-3
Further study-1
No senior class-1
We feel attendance is important-1

2. Does your school share facilities or faculty or exchange faculty with any post-secondary institutions?

Yes 13 No 86

If yes, briefly describe the arrangements:

Title III Program-1
Institutions-3
Teachers used for adult education courses-3
Montana State Prison uses facility

If no, would such arrangements be beneficial?

Maybe-14
Yes-37
No-20

What are the possibilities and obstacles?

Colleges close-11
Specialized personnel-3
Not enough room-2
More release time-1
Program scheduling-2
Small population-1
Getting people interested-3
Facility distance-43
None-1
Cost-7
Quality of colleges low-1

3. Does your school provide opportunities for students to credit for post-secondary work while at the secondary level?

Yes 22 No 78

If yes, which post-secondary institutions cooperate with your school on these arrangements?

Flathead Community College; MSU; Bozeman Vo-Tech; U of M-2; Carroll College-2; Billings Business College; EMC; NDU; Great Falls Vo-Tech; NMC-2; College of Great Falls; Montana Tech and Miles City Community College.

4. What mechanisms exist for the exchange of ideas and problems between your school and faculty and post-secondary schools and faculties?

None-39
Very few-3
Joint Committees-4
Communication-6
High School Days-1
High School Personnel-1
Institutes-28
Visitations-4
Wish we had more direct contact-1

Night school-2
Summer school-5
Counselors-4
Brochures-2
Vo-Tech-3
In-Service-7

5. What opportunities are provided at your school for the upgrading and inservice training of secondary teachers?

PIR Days-17
University Courses-4
In-Service workshops-45
None-14
Summer sessions-6
Faculty meetings-5
Students late 1 day/week-1
Vo-Tech visitations-1
Extension courses-18
Teacher Conventions-4
Wish we had more information-1

Who bears the expense?

District: 59
Individual teacher: 27
LEA-1
Federal-2

6. Do post-secondary summer sessions meet the needs of secondary teachers?

Yes 72 Some 4 No 23 Don't Know 3

If no, how might they be expanded or improved?

More communication-1
More extension courses-3
Courses need to be relevant-5
More follow through needed-3
Subjects not adequate-1
More in-service and release time-2
More credit and longer workshops-1
Shorter and more innovative-2

7. How might relations between secondary and post-secondary schools be strengthened and improved?

Don't Know-5
Most satisfied-6
Community involvement-3
More help from colleges-13
Leadership from state level-2
Create system for communication-23
Follow-up on post-secondary work-3
Willing to serve on committee-3
Get faculties together-10
Better understanding-3
More money for summer school-2

8. Does your school offer courses which would qualify the student for the Advanced Placement Examination given by the College Entrance Examination Board?

Yes 33 No 62

If yes, please list the courses:

Advanced Biology, 7; Chemistry, 7; Math, 15; Physics, 9; Psychology, 11; Computer Programming, 2; Trigonometry, 3; College English, 6; Advanced German, 4; Spanish, 3; French, 2; Latin, 1; Sociology, 2; Calculus, 2; Science, 6; New Dimensions, 1.

Comments from 2 of the "no" responses: Not as such-1
Courses on Contract basis-1

Questionnaire to Proprietary Schools
with Composite Responses

APPENDIX C

TECHNICAL GROUP ON RELATIONS BETWEEN
POST-SECONDARY EDUCATION AND SECONDARY EDUCATION

COMMISSION OF POST-SECONDARY EDUCATION

Please answer the following questions and return the form to the Commission on Post-Secondary Education, 201 East 6th Avenue, Suite 5, Helena, Montana, 59601, by March 1, 1974. Use additional sheets if necessary. If you have questions, please call Howard Porter of the Billings Business College (245-3413).

President or Director: 40 SENT OUT (see attached list) 20 RESPONDED

Person providing data: _____

Title: _____

Telephone Number: _____

School Name: _____

1. Does your school offer any arrangements for time-shortened degrees, certificates, or diplomas?

   Yes 5 No 15

   If yes, briefly describe the arrangements: _____

   If no, is there need for such arrangements?

   Yes 3 No 10

   What are the possibilities and obstacles? _____

2. Assume that a student has completed an extensive program in high school in some subject such as mathematics, foreign language or typing and shorthand. How is his placement in your program determined?

   "Credit given", 3; "No credit given", 17

3. High schools may designate certain courses as being of post-secondary level. Does your school allow credit for such courses?

Yes 2 No 18

If yes, please describe the procedure: Lab & X-Ray Tech Schools point out that this question does not apply because of college training pre-requisites. Aviation, auctioneering and mountain climbing schools reported that the question does not apply to the type of training that is conducted in their schools.

4. Does your school allow credit for successful performance on entrance examinations?

Yes 4 No 16

If yes, please list the subject examinations for which credit is given

Comments the same as for Item #3

5. What mechanisms exist for the exchange of ideas and problems between your school and faculty and secondary schools and faculties?

Some, 5; None, 15 - Comments the same as for Item #3

6. Are any opportunities provided at your school for the upgrading and in-service training of secondary teachers?

Yes, 8; No, 9; Not Applicable, 3 - Comments the same as for Item

7. How might relations between secondary schools and proprietary schools be strengthened and improved?

9 made comments, including: better communications; making workshops available; avoiding duplication of subject matter

## PROPRIETARY SCHOOLS, PRIVATE EDUCATIONAL PROGRAMS, FLIGHT SCHOOLS

| NAME | PROGRAM |
|---|---|
| Western College of Auctioneering<br>P.O. Box 1458<br>Billings, Montana 59103<br>W.J. Hagen, Executive Secretary<br>Phone: 245-6631 | Auctioneering |
| Billings Automotive Training Center<br>1300 6th Avenue North<br>Billings, Montana 59101<br>Charles Strand, President<br>Phone: 245-6441 | Automotive<br>Engine Rebuilding, etc.<br>Tune-up, etc.<br>Automatic Transmission, etc.<br>Chassis, etc. |
| Montana Auto College<br>918 First Avenue North<br>Great Falls, Montana 59401<br>Darryl Meyer, President<br>Phone: 761-7550 | Automotive<br>Engine Overhaul, Theory, etc.<br>Electrical Systems, Tune-up<br>Transmissions, Drive Lines, etc.<br>Suspension Systems, Brakes, Auxilliary Systems, etc.<br>Parts Counterman |
| Montana Institute of the Bible<br>1525 Shiloh Road<br>Lewistown, Montana 59457<br>Harold L. Longenecker, President<br>Phone: 656-3210 | Bible<br>General Bible Emphasis<br>Pastoral Emphasis<br>Missions Emphasis<br>Christian Education Emphasis<br>Music Emphasis<br>Christian Ministry<br>Pre-professional |
| Billings Business College<br>3125 Third Avenue North<br>Billings, Montana 59101<br>Howard C. Porter, President<br>Phone: 245-3413 | Business<br>Secretarial<br>Medical Secretary<br>Stenographic<br>Elementary Accounting<br>Data Processing<br>Business Machines<br>Accounting & Business Administration<br>Fashion Merchandising Course<br>Executive Secretary and Court Reporting<br>Legal Secretary |
| Butte Business College<br>220 North Alaska Street<br>Butte, Montana 59701<br>Don Sparks, President<br>Phone: 792-2391 | Business<br>Basic Secretarial<br>Junior Accounting<br>Higher Accounting and Business Administration<br>Professional Secretarial - Legal Major and Medical Major<br>Dental Assistant<br>Real Estate |

| NAME | PROGRAM |
|---|---|
| Great Falls Commercial College<br>905 First Avenue North<br>Great Falls, Montana 59401<br>Denis Wingen, Manager<br>Phone: 761-6610 | Stenographic and Receptionist<br>Junior Accounting<br>Airline Management<br>Executive Secretarial<br>Automation Accounting and Machine Bookkeeping<br>Professional Secretarial<br>Airline Secretarial<br>Higher Accounting and Business Administration<br>Secretarial Data Processing<br>Computer Programming<br>Medical Secretarial<br>Hotel-Motel Management<br>Basic Education<br>Special Adult Courses:<br>Speedwriting or Gregg Shorthand Secretarial<br>Executive Assistant<br>National Key Punch<br>Executive Key Punch<br>Real Estate<br>Data Processing Technician<br>Special Income Tax<br>Speedwriting Secretarial |
| Modern Business College<br>130 West Pine<br>Missoula, Montana 59801<br>E.T. Aasheim, President<br>Phone: 549-4127 | Business<br>Higher Accounting and Business Administration<br>Professional Secretarial<br>IBM Data Processing<br>Executive Secretarial<br>Junior Accounting<br>Stenographic<br>Real Estate<br>Clerk Typist |
| Acme Beauty College<br>320 North 30th Street<br>Billings, Montana 59101<br>Cecelia Ekern, Owner<br>Phone: 245-5567 | Cosmetology |
| Beauty College of Montana<br>Holiday Village<br>Great Falls, Montana 59401<br>Nance Severson, Owner<br>Phone: 452-6415 | Cosmetology |
| Butte Academy of Beauty Culture<br>303 West Park Street<br>Butte, Montana 59701<br>Angeline Samardich, Owner<br>Phone: 723-8565 | Cosmetology |

| NAME | PROGRAM |
|---|---|
| C & C Beauty College<br>134 First Street West<br>Kalispell, Montana 59901<br>Keith M. Corbin, Owner<br>Phone: 752-2525 | Cosmetology |
| College of Beauty Careers<br>Marcus Daly Hotel<br>Anaconda, Montana 59711<br>Ethel Smith, Owner<br>Phone: 563-7461 | Cosmetology |
| Dahl's College of Beauty<br>1205 Central Avenue<br>Great Falls, Montana 59401<br>Douglas Dahl, Owner<br>Telephone: 454-3453 | Cosmetology |
| Hollywood Beauty College, Inc.<br>115 North 30th Street<br>Billings, Montana 59101<br>Farrel Griffin, Manager<br>Phone: 252-7115 | Cosmetology |
| Maddio's Capitol City Beauty College<br>511 North Main<br>Helena, Montana 59601<br>Vincent E. Maddio, Owner<br>Phone: 442-1011 | Cosmetology |
| Miles City College of Beauty<br>720½ Main Street<br>Miles City, Montana 59301<br>June Baker, Owner<br>Phone: 232-2162 | Cosmetology |
| Modern Beauty School<br>135 South Higgins<br>Missoula, Montana 59801<br>Catherine V. Acheson, Manager<br>Phone: 543-7722 | Cosmetology |
| Bozeman Beauty College<br>2 West Main<br>Bozeman, Montana 59715<br>McRay Evans, Owner<br>Phone: 586-2995 | Cosmetology |
| Mr. Rich's Beauty College<br>423 North Higgins<br>Missoula, Montana 59801<br>Richard Danielson, Owner<br>Phone: 549-9594 | Cosmetology |

| NAME | PROGRAM |
|---|---|
| H & R Block Income Tax Preparation School<br>Sites: Hustad Center<br>Helena, Montana 59601<br>Clendora Morley, Manager<br>Phone: 442-0670<br><br>217 West Broadway<br>Missoula, Montana 59801<br>W. Burnham Smith, Manager<br>Phone: 728-3661<br><br>311 1st Avenue East<br>Kalispell, Montana 59901<br>Mr. Lynn Barnier, Manager<br>Phone: 756-7891<br><br>324 North 30th<br>Billings, Montana 59101<br>Dan W. Corey, Manager<br>Phone: 248-7147 | Income Tax Preparation (Short Term, Basic and Advanced) |
| St. Patrick School of Nursing<br>500 West Pine Street<br>Missoula, Montana 59801<br>Phyllis McDonald, Director<br>Phone: 543-7271 | Nursing (three-year diploma course) |
| Outfitters & Guides School<br>P.O. Box 493<br>Hamilton, Montana 59840<br>Erv Malnarich, Supervisor<br>Phone: 363-3522 | Outfitting and Guiding |
| School of Medical Technology<br>Montana Deaconess Hospital<br>1101 26th Street South<br>Great Falls, Montana 59401<br>Francis W. Wright, Laboratory Supervisor<br>Phone: 761-1200 | Medical Technology |
| School of Medical Technology<br>Columbus Hospital<br>1501 Second Avenue North<br>Great Falls, Montana 59401<br>Christine Dubay, Assistant Education Coordinator<br>Phone: 727-3333 | Medical Technology |
| School of Medical Technology<br>St. James Community Hospital<br>400 South Clark<br>Butte, Montana 59701<br>Phone: 792-8361 | Medical Technology |

| NAME | PROGRAM |
|---|---|
| School of Radiologic Technology<br>Columbus Hospital<br>1501 Second Avenue North<br>Great Falls, Montana 59401<br>Dirk Van Leer, Administrative Chief Technologist<br>Dexter W. Johnson, M.D., Director<br>Phone: 727-3333 | Radiologic Technology |
| School of Radiologic Technology<br>Billings Deaconess Hospital<br>2813 9th Avenue North<br>Billings, Montana 59103<br>Gale S. Walters, Coordinator<br>Phone: 259-5551 | Radiologic Technology |
| School of Radiologic Technology<br>Montana Deaconess Hospital<br>1101 26th Street South<br>Great Falls, Montana 59401<br>Donald F. Champion, Chief<br>Phone: 761-1200 | Radiologic Technology |
| School of Radiologic Technology<br>St. Patrick's Hospital<br>500 West Broadway<br>Missoula, Montana 59801<br>Sister Alberic Marie, Department Supervisor<br>Eugene J.B. Drouillard, M.D., Director<br>Phone: 543-7271 | Radiologic Technology |
| School of Radiologic Technology<br>St. Vincent's Hospital<br>2915 12th Avenue North<br>Billings, Montana 59101<br>Guy Copeman, Assistant Director<br>Phone: 252-2121 | Radiologic Technology |
| Montana Real Estate Institute<br>P.O. Box 1122<br>Helena, Montana 59601<br>Ralph Shook, Co-Director<br>Phone: 443-2004 | Real Estate |

| NAME | PROGRAM |
| --- | --- |
| Holman Aviation Co.<br>International Airport<br>Great Falls, Montana 59403 | Flight School |
| Northern Aviation, Inc.<br>International Airport<br>Box 2464<br>Great Falls, Montana 59403 | Flight School |
| Skymart Aviation, Inc.<br>P.O. Box 2869<br>International Airport<br>Great Falls, Montana 59901 | Flight School |
| Morrison Flying Service, Inc.<br>Helena Airport<br>Helena, Montana 59601 | Flight School |
| Butte Aero<br>P.O. Box 3074<br>Bert Mooney Silver Bow County Airport<br>Butte, Montana 59701 | Flight School |

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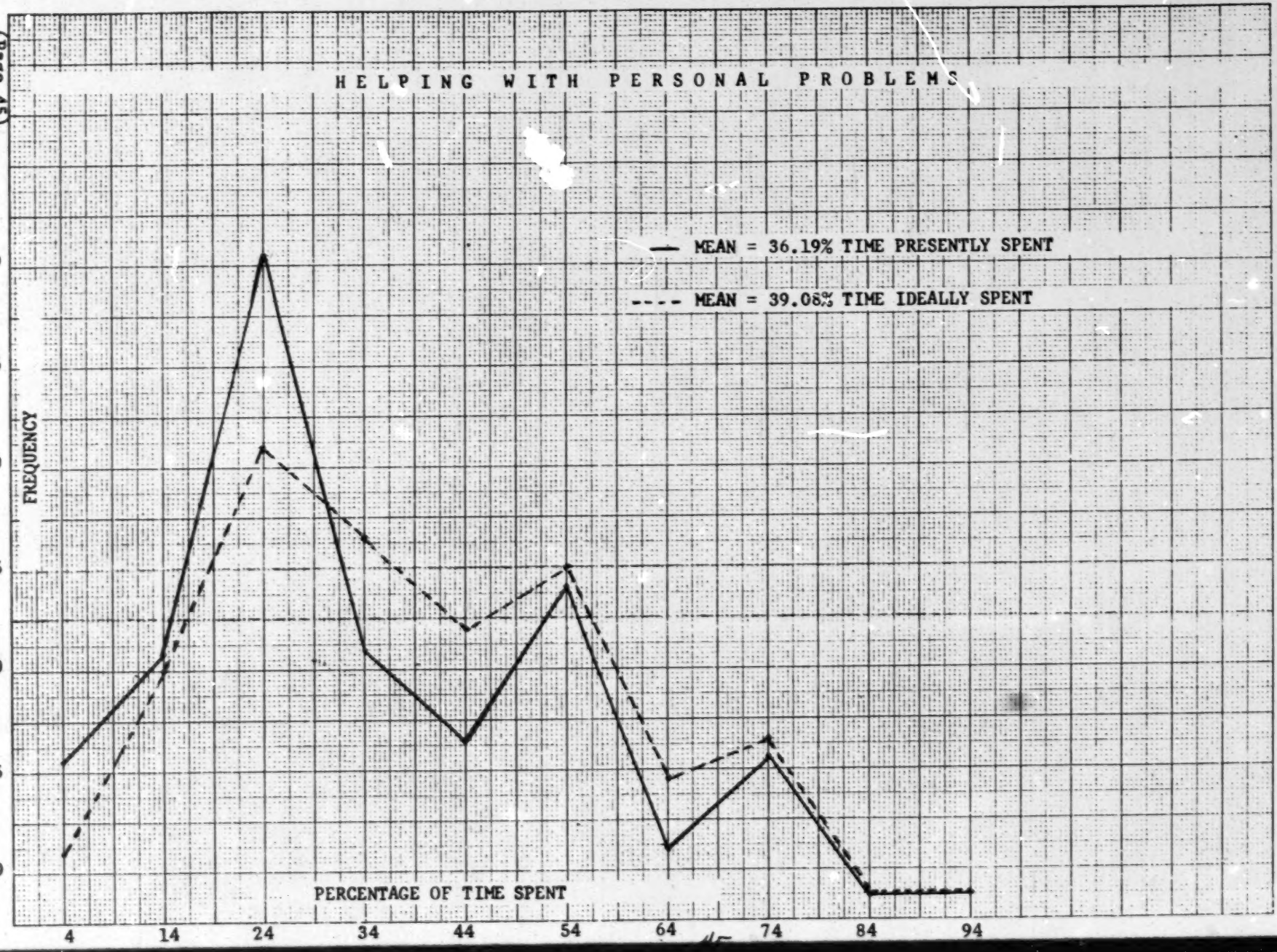


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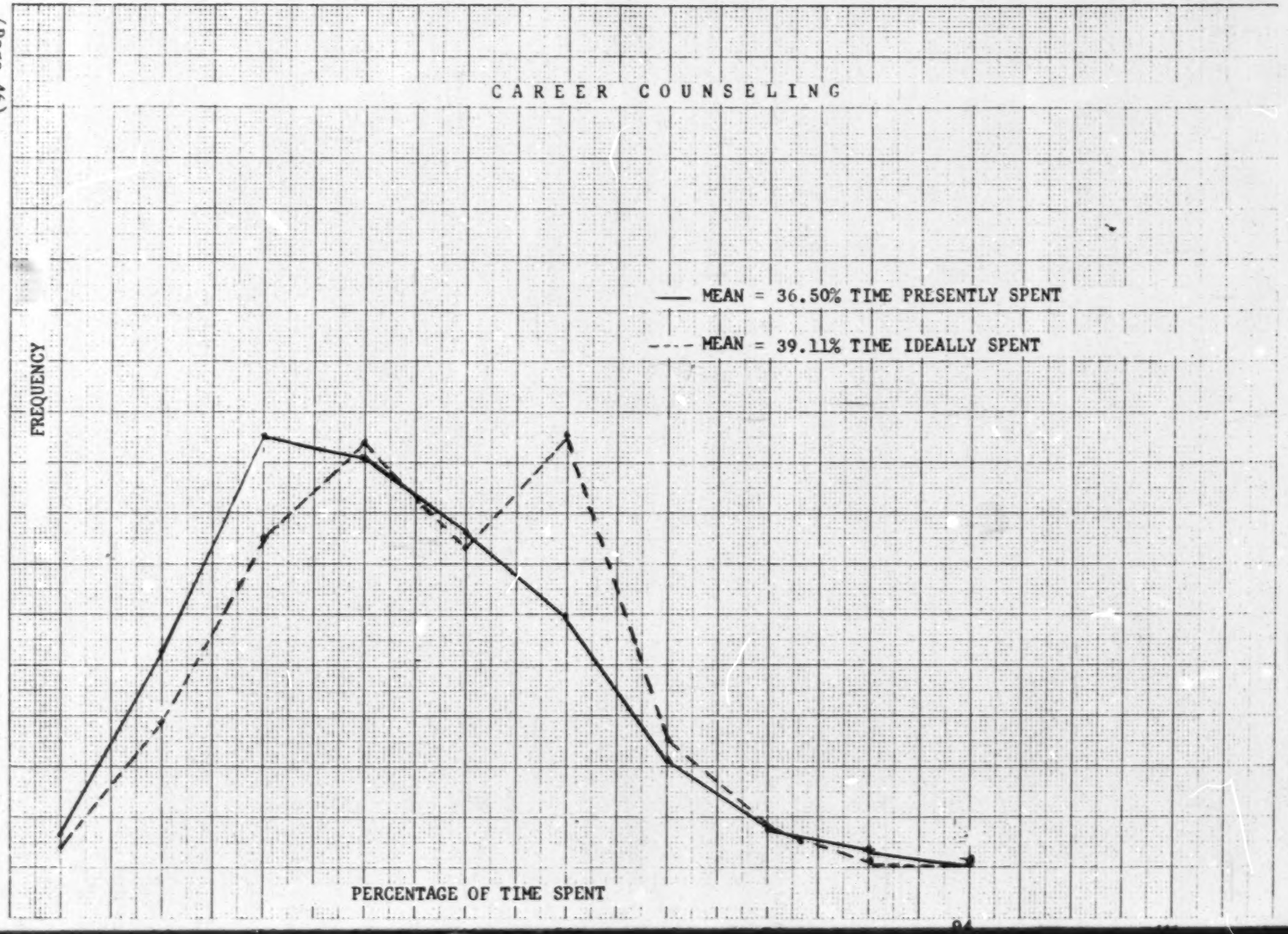


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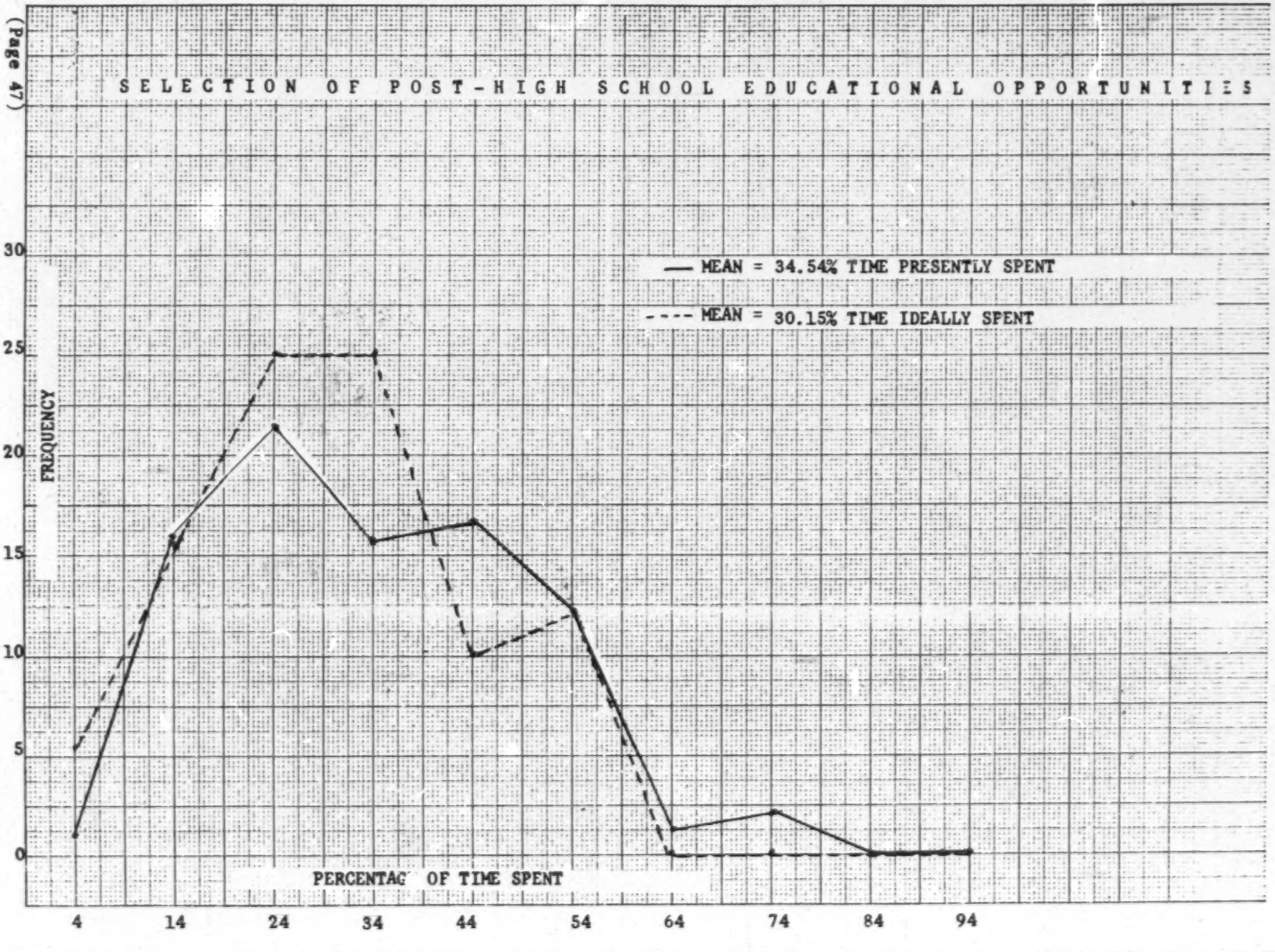


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